



# Grade 5

# Social Studies

# Item Specifications

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

# Table Of Contents

<b>Introduction</b>	<b>4</b>
<b>Grade 5 Social Studies Priority Standards</b>	<b>6</b>
<b>Knowledge of the Use of Tools and Social Science Inquiry</b>	<b>6</b>
Identify, select, analyze, and evaluate resources to create a product of social science inquiry	6
Use visual tools to communicate information and ideas	8
Understanding and supporting fact, opinion, bias and point of view in sources	10
Conducting and presenting research with appropriate resources	12
Developing a research plan and identifying resources	13
Conducting and presenting research with appropriate resources	16
Supporting a point of view	17
<b>Grade 5 Social Studies Content Standards</b>	<b>18</b>
<b>Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States</b>	<b>18</b>
Purposes and principles of the Declaration of Independence	18
Purposes and principles of the Constitution	19
Purposes and principles of the Bill of Rights	20
Role of citizens and governments in carrying out constitutional principles	21
Character traits and civic attitudes of significant individuals	22
Knowledge of the symbols of our state and nation	23
<b>Knowledge of Principles and Processes of Governance Systems</b>	<b>24</b>
Purposes and roles of government	24
Dispute resolution	25
Processes of governmental systems in decision making	26
Functions of governmental systems	27
<b>Knowledge of Continuity and Change in the History of Missouri and the United States</b>	<b>28</b>
Understand the movement of people from many regions of the world to North America	28
Historical perspective / Thinking / Passage of time	30
Knowledge of the contributions of significant persons in U.S. history	31
Political developments and reform movements in the U.S.	32
Westward Expansion and settlement in the U.S.	33
Understanding the causes and consequences of the Civil War	34
Major economic developments in the United States	35
Causes, comparisons, and results of major twentieth-century wars	36

<b>Knowledge of Economic Concepts and Principles</b>	<b>38</b>
Knowledge of basic economic concepts	38
Factors that influence the economy	39
<b>Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment</b>	<b>41</b>
Reading and constructing maps	41
Understanding the concept of location to make predictions and solve problems	43
Understanding the concept of place	45
Relationships within places Human–Environment Interactions	47
Understanding relationships between and among places	48
Understanding relationships between and among regions	49
Understanding geography to interpret, explain and predict	50
<b>Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions</b>	<b>52</b>
Cultural characteristics of all people	52
Methods of resolving conflicts	54
Ideas and beliefs of different cultures	55
Cultural heritage and preservation	56
Changing roles of various groups	57

## Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

# Grade 5 Social Studies Priority Standards

## Knowledge of the Use of Tools and Social Science Inquiry

Grade 5 Social Studies: Priority Standard		5.TS.7.A.a
Theme Strand MLS	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
	Knowledge of the use of tools and social science inquiry	
	Identify, select, analyze, and evaluate resources to create a product of social science inquiry.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will carefully evaluate and select resources to create a product of social studies inquiry.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, choosing and evaluating a resource to create a product of social studies inquiry. Resources may include: <ul style="list-style-type: none"><li>• Online sources</li><li>• Encyclopedia</li><li>• Reliable online sites</li><li>• Biographies</li><li>• Autobiographies</li><li>• Informational texts</li><li>• Magazines</li><li>• Periodicals</li><li>• National Archives website</li></ul>		<ul style="list-style-type: none"><li>• Is this source a primary or secondary source? How do you know?</li><li>• What information will this source supply?</li><li>• Why did you choose this source?</li><li>• Explain why you trust this source to be accurate.</li><li>• What other sources did you find and decide to use? To not use? Why did you make those choices?</li></ul>
<u>Stimulus Materials</u>		
Examples from resources, ranking of reliability of sources, charts		

Grade 5 Social Studies: Priority Standard		5.TS.7.A.b
Theme	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	
Strand	Knowledge of the use of tools and social science inquiry	
MLS	Evaluate and use artifacts to share information on social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will determine the value of and use artifacts (something created by humans, usually for a practical purpose) to share information on social studies topics.		<u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Describe this artifact.</li><li>What information can you learn from this artifact?</li><li>What does this artifact reveal about your topic?</li><li>What other artifacts would help you better answer your research question?</li></ul>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>Creating a replica of a journal</li><li>Arrowheads</li><li>Original images</li><li>Rotary phone</li><li>Virtual field trips</li><li>Checklist to evaluate an artifact</li></ul>		
<u>Stimulus Materials</u>		
Artifacts, charts to evaluate, photographs or images		

Grade 5 Social Studies: Priority Standard		5.TS.7.B.a
<b>Theme</b>	Use visual tools to communicate information and ideas	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will use graphic organizers to make predictions and to understand and communicate information and ideas.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, using a variety of graphic organizers to make predictions, understand, and communicate ideas:</p> <ul style="list-style-type: none"> <li>• Predictions – KWL or RAN charts, cloze notes, text features</li> <li>• Understanding – T-charts, notes, Venn diagrams, cause/effect charts</li> <li>• Communicating information – Oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc.</li> </ul> <p>This item should not be assessed in isolation.</p>		<ul style="list-style-type: none"> <li>• What did you learn about your topic, from examining this map?</li> <li>• What does this photograph ‘say’ about your topic?</li> <li>• What is the big idea about ____ shown by the information in this graph?</li> <li>• What questions can this information in this chart answer? What questions are not addressed or answered in this source?</li> </ul>
<b><u>Stimulus Materials</u></b>		
KWL charts, nonfiction passages, graphic organizers		



Grade 5 Social Studies: Priority Standard		5.TS.7.B.b
Theme Strand MLS	Use visual tools to communicate information and ideas Knowledge of the use of tools of social science inquiry Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies topics.	
<u>Expectation Unwrapped</u> The student will create and present products to communicate information and understanding on social studies topics.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to using the following products to show understanding of a social studies topic: <ul style="list-style-type: none"><li>• Maps – Civil War battles, WWI, WWII, topography maps, thematic maps, Erie or Panama Canals</li><li>• Graphs – Unemployment during the Great Depression, Civil War deaths</li><li>• Timelines – Great Depression, events that led up to the Civil War</li><li>• Charts – The laws that were reformed during the Progressive Era, events that led to women getting the right to vote</li><li>• Models – Car, airplane, Native American tools or lodging</li><li>• Diagrams – Eli Whitney’s cotton gin, assembly line, Henry Ford’s building of the Model T</li></ul> This item should not be assessed in isolation.		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Why did you create a ____ (chart or map or timeline...) to communicate this information?</li><li>• What information do you want this X to communicate?</li><li>• What do you want people to understand about your topic from examining this ____ (map, chart, graph...)?</li><li>• What decisions did you make to produce this ____ (map, chart, timeline...) to help the viewer understand your idea?</li><li>• If you did this project again, what changes in your thinking and process would you make? Why?</li></ul>
<u>Stimulus Materials</u> Various graphs, charts, maps, timelines, nonfiction passages		

Grade 5 Social Studies: Priority Standard		5.TS.7.C.a
<b>Theme Strand</b> <b>MLS</b>	<b>Understanding and supporting fact, opinion, bias and point of view in sources</b> <b>Knowledge of the use of tools of social science inquiry</b> Explain how facts and opinions affect point of view and/or bias in social studies' topics.	
<b><u>Expectation Unwrapped</u></b> The student will explain how facts and opinions affect point of view and/or bias (prejudice in favor of or against one thing, person, or group, usually in a way that is considered to be unfair) in social studies topics.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, explaining facts and opinions that affect a point of view or bias: <ul style="list-style-type: none"> <li>• Fact/Opinion – Point of View: Children learn facts and opinions through media, family, and friends, which affects their point of view. Students can learn about the details regarding Lincoln's assassination, such as the date, time, who did it, means, location, etc. Students investigate those facts and then form an opinion and look at each side's point of view, such as Southerner's vs. Northerner's.</li> <li>• Fact/Opinion – Bias: Children learn facts and opinions through media, family, and friends, which can influence their prejudice (bias) in favor of one side or another unfairly. Students can learn about the details regarding Lincoln's assassination, such as the date, time, who did it, means, location, etc. Students investigate those facts but look at only one side and develop an attitude based strictly on opinion.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Looking at ____, is it a fact or an opinion? How do you know?</li> <li>• Explain the differences between facts and opinions to a kindergartner. What key ideas are important to express?</li> <li>• Watch this advertisement: separate the ideas into facts and opinions,</li> <li>• Create a commercial for your favorite X. Ask your classmates to identify the facts and opinions presented in the commercial. Discuss their answers in comparison with your interpretation.</li> <li>• How does a person's life experience impact their understanding of facts and influence their opinions?</li> <li>• Retell the story of the Three Little Pigs as if you were the wolf. How different is the story from the original? What accounts for those differences?</li> </ul>
<b><u>Stimulus Materials</u></b> Nonfiction passages, T-charts (dividing fact/opinion/point of view and fact/opinion/bias), journals, letters, articles, diaries, encyclopedias		

Grade 5 Social Studies: Priority Standard		5.TS.7.C.b
<b>Theme</b>	Understanding and supporting fact, opinion, bias and point of view in sources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Identify, research, and defend a point of view/position on a social studies topic.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will select, investigate, and provide evidence to support his or her point of view (attitude toward a subject) on a social studies topic.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
<p>Content may include, but is not limited to, selecting, investigating, and providing evidence to support their point of view on a social studies topic:</p> <ul style="list-style-type: none"> <li>• Women’s suffrage</li> <li>• Prohibition</li> <li>• Civil War</li> <li>• Peaceful protesting</li> </ul> <p>Students can learn about any of these topics and defend a side based on the information they gained through the research process.</p> <p>This standard should not be assessed in isolation.</p>		<ul style="list-style-type: none"> <li>• Summarize each viewpoint in your own words.</li> <li>• Make a chart which identifies the main ideas of each viewpoint.</li> <li>• Select a viewpoint to defend. Write your defense beginning with an argument and then support it with relevant evidence.</li> <li>• Select a viewpoint to defend. Make a speech supporting your viewpoint beginning with an argument and then support it with relevant evidence.</li> </ul>
<b>Stimulus Materials</b>		
Pro/con informational texts, editorial cartoons, journal entries written by a former slave and one by a plantation owner, pro/con charts, audio clips		

Grade 5 Social Studies: Priority Standard		5.TS.7.D.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Conduct and present social studies’ research to an audience using appropriate sources.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will gather information and present information to peers using various sources. A combination of relevant print materials as well as credible digital sites is recommended.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, gathering and presenting information to peers using various sources around topics such as the following: <ul style="list-style-type: none"><li>• Texas and the Mexican War</li><li>• California Gold Rush</li><li>• Great Society</li><li>• Industrial Revolution</li><li>• Significant people in U.S. history</li><li>• Significant places in America</li></ul> This standard should be assessed locally.		<ul style="list-style-type: none"><li>• What sources did you use in this project? Why did you choose each of them? Did you choose a variety of sources? Why or why not?</li><li>• What additional sources would have been useful in improving your project?</li><li>• Who helped you in this project? What did you learn from their help?</li><li>• What will you do differently in your next project?</li><li>• What did you learn about yourself as a reader, writer and thinker by working on this project?</li></ul>
<u>Stimulus Materials</u>		
Nonfiction passages, graphic organizers, outlines, diaries, articles, journals, letters, photographs, encyclopedias, and various online resources		

Grade 5 Social Studies: Priority Standard		5.TS.7.E.a
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Generate compelling research questions about a social studies topic.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will produce an interesting research question about a social studies topic.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, producing an interesting research question the student wants to know more about regarding the social studies content. The following are examples of topics and questions: <ul style="list-style-type: none"><li>• Civil War – Is publishing an anti-slavery newsletter a violation of the Constitution? Or is it supported by the Constitution?</li><li>• WWII – Should the United States have become involved in World War II prior to the bombing of Pearl Harbor?</li><li>• Industrial Revolution – What should have been the consequence for factories that failed to keep children safe in the work environment?</li></ul>		<ul style="list-style-type: none"><li>• Describe your topic: why did you choose it? What interests you about it? What do you hope to learn from researching it?</li><li>• What questions do you already have about your topic? Interview a classmate about what they know about your topic? What interests them? What questions do they have that you had not already considered?</li><li>• Now that you have read source _____, what questions were answered and what new questions do you have?</li></ul>
<u>Stimulus Materials</u>		
Nonfiction passages (using the passage to formulate a question), letters, diaries, photographs		

Grade 5 Social Studies: Priority Standard		5.TS.7.E.b
<b>Theme</b>	Developing a research plan and identifying resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Create and apply a research process to investigate a compelling social studies question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<p>The student will develop and put to use a research plan to investigate an interesting social studies question.</p> <ul style="list-style-type: none"> <li>• Step 1: Define the question.</li> <li>• Step 2: Find the sources.</li> <li>• Step 3: Evaluate the sources.</li> <li>• Step 4: Record information regarding the questions.</li> <li>• Step 5: Synthesize (put together) the intended project (essay, presentation, timeline, etc.).</li> <li>• Step 6: Reflect on process and final product.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• May assess each step within the process to determine a cumulative score</li> </ul> <p>This item should not be assessed in isolation.</p>		<p>Teacher: See steps in Expectations Unwrapped section and then for each step in the process include an opportunity for student reflection, such as...</p> <ul style="list-style-type: none"> <li>• What topics did you consider, but then discard, as you were identifying your topic? Why did you make those decisions?</li> <li>• Who and/or what helped you focus your topic?</li> <li>• Who and/or what helped you determine your compelling questions?</li> <li>• What challenges did you face in locating credible sources? How did you meet those challenges?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Sequence of the research process for students, various resources (articles, nonfiction texts, letters, etc.), outlines		

Grade 5 Social Studies: Priority Standard		5.TS.7.E.c
<b>Theme</b>	Developing a research plan and identifying resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Evaluate and use appropriate resources for investigating a compelling social studies' question.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<p>The student will identify and use appropriate resources to investigate a compelling social studies question. Student should evaluate sources by the following criteria:</p> <ul style="list-style-type: none"> <li>• Credibility (voice of authority or other)</li> <li>• Date of publication</li> <li>• Ability to answer the question</li> <li>• Type of source (digital, print, web-based, etc.)</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, and is not limited to, using grade-level, reliable resources to look into an interesting social studies question. Resources may include the following:</p> <ul style="list-style-type: none"> <li>• Online sources</li> <li>• Encyclopedia</li> <li>• Reliable online sites</li> <li>• Biographies</li> <li>• Autobiographies</li> <li>• Informational texts</li> <li>• Magazines</li> <li>• Periodicals</li> <li>• National Archives website</li> </ul>		<ul style="list-style-type: none"> <li>• What makes a source appropriate?</li> <li>• Where did you 'go' in your search for resources?</li> <li>• Why is it important to consider credibility, date of publication, type of source, voice of authority, accessibility and readability as you choose resources?</li> <li>• What resources did you consider, but then discard? Why did you make those decisions?</li> <li>• What does the term credibility mean? How does that idea relate to choosing and using resources in social studies' investigations?</li> <li>• Who and/or what helped you determine your compelling questions?</li> <li>• What challenges did you face in locating credible sources? How did you meet those challenges?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Resources cited above, ranking of reliability of sources, charts		

Grade 5 Social Studies: Priority Standard		5.TS.7.F.a
<b>Theme</b>	Conducting and presenting research with appropriate resources	
<b>Strand</b>	Knowledge of the use of tools of social science inquiry	
<b>MLS</b>	Conduct and present research on a social studies' question to an audience, using appropriate sources.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will gather information and present information to peers using various sources.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
<p>Content may include, but is not limited to, presenting the information gained during the research process using a variety of sources to address a social studies question:</p> <ul style="list-style-type: none"> <li>• What inspired the Wright Brothers to invent the airplane?</li> <li>• What inspired Rosa Parks to not give up her seat?</li> <li>• What inspired Martin Luther King Jr. to lead the Civil Rights Movement?</li> </ul> <p>This item should not be assessed in isolation.</p>		<ul style="list-style-type: none"> <li>• How do you decide the most effective way to communicate what you have learned in your investigation?</li> <li>• Why is it important to consider both the topic and the audience as you prepare to share your findings?</li> <li>• How can you use your strengths and talents to share your findings?</li> <li>• How will you know that your presentation was effective?</li> <li>• When you research and present again, what will you do and what will you change about the process you used and the experience you and your audience had?</li> </ul>
<b>Stimulus Materials</b>		
Primary sources, autobiographies, diaries, letters, secondary sources, encyclopedias		



Grade 5 Social Studies: Priority Standard		5.TS.7.G.a
Theme	Supporting a point of view	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Research and defend a point of view/position on a social studies question.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will gather information regarding a social studies question and defend a point of view or perspective on that topic.		<u>Item Format</u> Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, researching a topic and forming a point of view over various issues such as the following: <ul style="list-style-type: none"><li>• Immigration</li><li>• Removal of Native Americans from their land</li><li>• Slave vs. Plantation owner</li><li>• Japan vs. the United States after dropping the atomic bomb</li><li>• Immigrant workers in textile mills (child labor)</li></ul> This item should not be assessed in isolation.		<b>Notes to Teacher:</b> Students should have choice in specific topics, but subjects should be drawn from MLS 5th grade Social Studies content standards. This research standard builds on other Tools of Social Science standards. This could also be a partner or small group project. Be sure to monitor student progress throughout the process in addition to evaluating the final product.
<u>Stimulus Materials</u>		This is also an opportunity to make this work an interdisciplinary project. ELA and Science standards could be readily incorporated into the research and defense elements.
Primary sources, journal entries, articles, photographs, secondary sources, nonfiction passages		

# Grade 5 Social Studies Content Standards

## Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

Grade 5 Social Studies: Content Standard		5.PC.1.A.a
Theme Strand MLS	Purposes and principles of the Declaration of Independence	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	
	<div><div><div>Expectation Unwrapped</div><div>The student will apply the principles of the Declaration of Independence to major events from 1800 to 2000. The principles include:<ul style="list-style-type: none"><li>• All people are created equal, and the change in its meaning over time</li><li>• Basic rights that cannot be taken away by the government (inalienable rights: life, liberty, and the pursuit of happiness)</li><li>• The government gets its power from the people (consent of the governed)</li><li>• When the government doesn’t protect the rights of the people, then the people have the right to alter or abolish the government</li></ul></div></div><div><div>Content Limits/Assessment Boundaries</div><div>Content may include, but is not limited to, understanding the principles of the Declaration of Independence, and connecting those principles to historical periods as well as current events.<ul style="list-style-type: none"><li>• Emancipation Proclamation, Civil War, Reconstruction</li><li>• Trail of Tears</li><li>• The Industrial Revolution and the struggles for workers’ rights</li><li>• The Progressive Movement</li><li>• Women’s Suffrage</li><li>• World War I</li><li>• The Great Depression</li><li>• World War II</li><li>• Jim Crow Legislation, and doctrine of “separate but equal”</li><li>• Civil Rights Legislation (Freedom Riders, Civil Rights Act of 1964; Voting Rights Act of 1965)</li><li>• Immigration throughout the years (Chinese Exclusion Act-1882; Executive Order 9066 [Japanese American Internment Camps; Immigration Act of 1924; Immigration and Nationality Act of 1965)</li></ul></div></div><div><div>Stimulus Materials</div><div>Primary sources (excerpts from the Declaration of Independence, Sojourner Truth “Ain’t I a Woman?” speech), case studies, secondary sources, mock current event articles, timelines, political cartoons, visual organizers</div></div></div> <div><div>DOK Ceiling – 3</div><div><div>Item Format</div><div>Selected Response, Constructed Response, Technology Enhanced</div></div></div> <div><div>Sample Stems</div><div><ul style="list-style-type: none"><li>• Which statement best summarizes the relationship between the Declaration of Independence and World War I?</li><li>• Select the two statements that are examples of inalienable rights as laid out in the Declaration of Independence?</li><li>• Explain how the Declaration of Independence and the idea that “all men are created equal” played a significant role in Women's Suffrage movement.</li></ul></div></div>	

Grade 5 Social Studies: Content Standard		5.PC.1.B.a
<b>Theme</b>	<b>Purposes and principles of the Constitution</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<p>The student will apply the principles of the US Constitution to major events from 1800 to 2000. The principles include:</p> <ul style="list-style-type: none"> <li>• Popular sovereignty</li> <li>• Limited government</li> <li>• Separation of powers</li> <li>• Checks and balances</li> <li>• Judicial review</li> <li>• Federalism</li> <li>• Majority rule with protection of minority rights</li> <li>• Rule of law</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• Popular sovereignty -- the right of the people to rule</li> <li>• Limited government</li> <li>• Separation of powers -- legislative, executive, judicial branches</li> <li>• Checks and balances</li> <li>• Impeachment (Congress convicting and removing a President [or other high official] from office)</li> <li>• Veto laws (President)</li> <li>• Judicial review (Supreme Court overturning a law passed by Congress and signed by the President)</li> <li>• Federalism (separation between federal government and state governments; 10th amendment; full faith and credit; interstate compacts)</li> <li>• Connecting content to historical time periods and current day events (such as interstate compacts -- Stan Musial Bridge between Missouri and Illinois)</li> </ul>		<ul style="list-style-type: none"> <li>• Which example best describes how the system of checks and balances was used to in the attempt to impeach Donald Trump. (Or any event 1800 to present). Why is this the best example?</li> <li>• Which of the following is not an example of popular sovereignty? Why is your choice the correct answer to this question?</li> <li>• Are the goals and objectives of the US Constitution such as the rule of law still relevant today? If not, how has it changed? Support your answer.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, pictures representing each principle, excerpts from the Constitution, secondary sources, graphic organizers (KWL, T-charts, Venn diagrams, etc.), timelines		

Grade 5 Social Studies: Content Standard		5.PC.1.C.a
Theme	Purposes and principles of the Bill of Rights	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	
<u>Expectation Unwrapped</u> The student will identify important principles in the Bill of Rights (including freedom of religion [separation of church and state/establishment clause]; freedom of speech, press, and assembly; rights to private property; due process [legal protection]; and reserves all powers not specifically given to the federal government in the Constitution to the states and the people) and apply these principles to key historical events taking place from 1800 to 2000.  *Students should not be expected to memorize the 1st through 10th amendment; rather have an understanding of the important principles: individual protections from the federal government and be able to connect these principles to real life examples.		<u>DOK Ceiling – 3</u>  <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the guidelines that make up the Bill of Rights and the historical time periods they are connected to and current events. Those important rights could include freedom of expression, rights of a person accused of a crime, inhumane treatment, etc., regarding the following: <ul style="list-style-type: none"><li>• Evolution of what was required to be a citizen in the US (male, land ownership, women, Native American, enslaved peoples, Asian Americans)</li><li>• Trail of Tears</li><li>• Women’s suffrage</li><li>• Civil Rights movement</li><li>• Immigration</li><li>• Slavery</li><li>• Capital punishment</li><li>• Current Events</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Which protection provided by the Bill of Rights is represented by this picture (First Amendment) (use any picture of a current or historical event) Ex. A picture of a protest, excerpt from a speech.</li><li>• What is meant by the “due process of law” included in the Fifth Amendment?</li><li>• What are the similarities between Women’s Suffrage and the Civil Rights Movement?</li><li>• Which amendment to the Bill of Rights would support both movements?</li></ul>
<u>Stimulus Materials</u> Primary sources, video clips, pictures, secondary sources, graphic organizers, political cartoons, case studies, Creating a replica of a journal, scenarios of groups of people who have been denied basic rights and freedoms, examples/non-examples		

Grade 5 Social Studies: Content Standard		5.PC.1.D.a
<b>Theme</b>	<b>Role of citizens and governments in carrying out constitutional principles</b>	
<b>Strand</b>	<b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>	
<b>MLS</b>	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will analyze how citizens have effectively voiced opinions, monitored government, and brought about change from 1800 to modern day. Time devoted to what it means/looks like/sounds like to voice an opinion and monitor the government. Different methods to bring about change (nonviolent and violent).		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b>Citizen</b> – A native or naturalized person who owes allegiance to a government and is entitled to protection from it.		
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the specific experience of certain individuals in history expressing their opinions to seek change: <ul style="list-style-type: none"><li>• Anti-Slavery<ul style="list-style-type: none"><li>○ William Lloyd Garrison, Frederick Douglas, Harriet Beecher Stowe-wrote a book written word</li><li>○ John Brown – led an abolitionist anti-slavery revolt</li><li>○ Harriet Beecher Stowe – wrote Uncle Tom’s Cabin</li></ul></li><li>• Women’s Suffrage<ul style="list-style-type: none"><li>○ Elizabeth Cady Stanton, Susan B. Anthony – gave speeches and led marches</li></ul></li><li>• Civil Rights<ul style="list-style-type: none"><li>○ Martin Luther King Jr. – gave speeches, led marches, organized peaceful protests</li><li>○ Rosa Parks – refused to give up her seat on a bus (civil disobedience)</li><li>○ Malcolm X – advocated for violent change</li><li>○ Black Panther organization</li></ul></li><li>• Environmental Regulations</li><li>• Oil Pipeline Protests (Standing Rock/Water Warriors)</li><li>• Race Riots (Rodney King)</li><li>• Modern Protests</li><li>• BLM</li><li>• Occupy Wall Street</li><li>• Oil Pipeline Protests (Standing Rock “Water Warriors”)</li></ul>		<ul style="list-style-type: none"><li>• What statement best describes Martin Luther King Jr.’s contribution to the Civil Rights movement.</li><li>• What are two rights provided by the government hat support Rosa Parks right to not give her seat up on the bus.</li><li>• In his speech, Frederick Douglass addresses several concerns. What point is Fredrick trying to make in his speech? How did his efforts contribute to a major change in America?</li></ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, videos, pictures, excerpts from speeches, letters, diaries, secondary sources, paintings, book excerpts, current event articles		

Grade 5 Social Studies: Content Standard		5.PC.1.E.a
Theme Strand MLS	Character traits and civic attitudes of significant individuals	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe the character traits (a quality that makes a person unique or similar) and civic attitudes (related to the beliefs of people in relationship to their town, state, or nation) of individuals who have made an impact on historic moments in the United States from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
Character Traits – A quality that makes a person or group of people unique or similar. Civic Attitudes – Of or related to the beliefs of people in relationship to their town, city, or local area.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, describing historic individuals who made an impact on U.S. history during the time period of 1800 to 2000. Individuals may include the following: <ul style="list-style-type: none"><li>Robert Abbott</li><li>Alvin Ailey</li><li>Maya Angelou</li><li>Susan B. Anthony</li><li>Neil Armstrong</li><li>Arthur Ashe</li><li>James Baldwin</li><li>Clara Barton</li><li>Mary McLeod Bethune</li><li>Black Kettle</li><li>Ruby Bridges</li><li>Al Capone</li><li>Rachel Carson</li><li>George Washington Carver</li><li>Crazy Horse</li><li>John Deere</li><li>John Dewey</li><li>Frederick Douglass</li><li>Amelia Earhart</li><li>Thomas Edison</li><li>Medgar Evers</li><li>Bill Gates</li><li>Ruth Bader Ginsburg</li><li>Langston Hughes</li><li>Thomas Jefferson</li><li>Katherine Johnson</li><li>Chief Joseph</li><li>Martin Luther King Jr.</li><li>General Robert E. Lee</li><li>Queen Liliuokalani</li><li>Abraham Lincoln</li><li>Thurgood Marshall</li><li>Sandra Day O’Connor</li><li>Quanah Parker</li><li>Red Cloud</li><li>Sally Ride</li><li>Jackie Robinson</li><li>Franklin Roosevelt</li><li>Sacagawea</li><li>Sitting Bull</li><li>Elizabeth Cady Stanton</li><li>Harriet Beecher Stowe</li><li>Sojourner Truth</li><li>Harriet Tubman</li><li>Booker T. Washington</li><li>George Washington</li><li>Ida B. Wells</li></ul>		<ul style="list-style-type: none"><li>Which of the following is a character trait that both Frederick Douglass and Martin Luther King Jr. possessed that contributed to civil rights.</li><li>Which of the following is an example of a civic attitude displayed by Sandra Day O’Connor?</li><li>According the article, what impact did Neil Armstrong have on US History? Name one character trait and one civic attitude that supported his role in having an impact on history.</li></ul>
*It is much more desirable to select a few examples and teach them deeply and richly, than to teach a list or as matching.		
<u>Stimulus Materials</u>		
Primary sources, photographs, excerpts from speeches, video clips, letters, excerpts from autobiographies		

Grade 5 Social Studies: Content Standard		5.PC.1.F.a
Theme Strand MLS	Knowledge of the symbols of our state and nation	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will be able to describe the characteristics of a national symbol (easy to recognize, unites the people, for everyone, represents the country).		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
The student will recognize and explain how a national symbol is related to historical events during the 1800 to 2000 time period.		
<b>Symbols</b> – Something that stands for something else.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, recognizing and explaining some major national symbols during the 1800 to 2000 time period: <ul style="list-style-type: none"><li>• Statue of Liberty</li><li>• Lincoln Memorial</li><li>• US Flag</li><li>• Confederate flag (as a non-example of a national symbol)</li><li>• American flag</li><li>• National Anthem</li><li>• Pledge of Allegiance</li><li>• Liberty Bell</li></ul>		<ul style="list-style-type: none"><li>• According to the timeline which period of history is the Statue of Liberty connected to.</li><li>• Which of the following statements explains why The Statue of Liberty was given to the US?</li><li>• What do the stars, stripes and colors stand for on the American flag?</li></ul>
<u>Stimulus Materials</u>		
Primary sources, photos, song recordings, lyrics, videos, secondary sources, graphic organizers (Venn diagrams, T-Charts, etc.)		

# Knowledge of Principles and Processes of Governance Systems

Grade 5 Social Studies: Content Standard		5.GS.2.A.a
Theme Strand MLS	Purposes and roles of government	
	Knowledge of principles and processes of governance systems	
	Explain how the purpose and roles of government have been debated across historical time periods to current times.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will explain how the role of government has been increased, decreased, and challenged during the time period from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, explaining the role of government in certain situations: <ul style="list-style-type: none"><li>• Civil War – states’ rights to own people as slaves versus right of federal government to maintain the supreme law of the land</li><li>• Reconstruction – Civil War Amendments (13th, 14th, 15th)</li><li>• Industrialization – unions, legislation to protect workers (8 hour day/5 day workweek, working conditions)</li><li>• Great Depression – The New Deal</li><li>• Creation of the Civilian Conservation Corps (CCC), Farm Security Administration FSA), Social Security Administration (SSA) etc.</li><li>• Civil Rights movement</li><li>• Women’s suffrage – 19th Amendment</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What effect did the Civil war have on states’ rights?</li><li>• Which of the following is not a reason that the New Deal was created.</li><li>• Identify and explain two ways the Civil Rights Movement changed the role of the United States Government.</li></ul>
<u>Stimulus Materials</u> Primary sources (FDR fireside chats), videos, audio clips, photographs		



Grade 5 Social Studies: Content Standard		5.GS.2.B.a
<b>Theme</b>	<b>Dispute resolution</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.	
<p align="center"><b><u>Expectation Unwrapped</u></b></p> <p>The student will be able to explain how disagreements involving individuals and government policy were resolved in courts throughout history during the 1800 to 2000 time period. (Legitimate authorities might include courts, Congress, and the president.) Brief discussion should include state/federal courts, appeals courts, and Supreme Court and their roles in peacefully resolving disputes.</p> <p><b>Legitimate Authorities</b> – Body of authority empowered to make decisions in accordance with established rules (laws), principles, or standards.</p>		<p align="center"><b><u>DOK Ceiling – 3</u></b></p> <p align="center"><b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced</p>
<p align="center"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not be limited to, explaining how different court cases and other governmental agencies were resolved during the 1800-2000 time period:</p> <ul style="list-style-type: none"> <li>• Dred Scott Decision – the 1857 decision by the Supreme Court that stated slaves are property and therefore can't be citizens and sue in a court of law</li> <li>• Plessy vs. Ferguson – 1896 Supreme Court decision that stated it was okay to separate blacks and whites as long as the facilities were equal</li> <li>• Brown vs. Board of Education – The 1954 decision that made it illegal to segregate in public schools</li> <li>• Compromise of 1850 – California came into the union as a free state; slavery in the territories would be determined by popular sovereignty; created more stringent fugitive slave laws</li> <li>• Plessy vs. Ferguson – 1896 Supreme Court decision that stated it was okay to separate blacks and whites as long as the facilities were equal</li> <li>• Marbury vs. Madison – established judicial review — the authority of the Supreme Court to declare a law unconstitutional</li> <li>• Missouri Compromise – The 1820 plan whereby Missouri came into the union as a slave state, Maine came into the union as a free state, and slavery was illegal north of the 36 degrees, 30 minutes.</li> <li>• Loving vs. Virginia 1967 – interracial marriages are upheld</li> <li>• Civil Rights Legislation of the 1960s</li> <li>• Americans with Disabilities Act 1990</li> </ul>		<p align="center"><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Based on excerpts from the Plessy opinion in Plessy vs. Ferguson what does the court say that the Constitution cannot do?</li> <li>• Marbury vs. Madison was important because it was the first case to:</li> <li>• Who was the disagreement between in the Missouri Compromise? Create a timeline of important events that led up to the Missouri Compromise. Make sure you include a summary of each side as well as the government agencies that were involved.</li> </ul>
<p align="center"><b><u>Stimulus Materials</u></b></p> <p>Primary sources, excerpts from court cases or key historical documents, photographs, secondary sources, cause/effect chart, Pro/con informational texts, editorial cartoons, journal entries written by a former slave and one by a plantation owner, pro/con charts, audio clips , students will analyze how citizens' opinions brought about change</p>		

Grade 5 Social Studies: Content Standard		5.GS.2.C.a
<b>Theme</b>	<b>Processes of governmental systems in decision making</b>	
<b>Strand</b>	<b>Knowledge of principles and processes of governance systems</b>	
<b>MLS</b>	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<p>Authoritative decisions are the act or result of making a choice by a person or body of authority after careful thought and consideration. People/groups in the US federal government include the President, Congress, and Supreme Court.</p> <p>The student will explain the following processes within the federal government (separation of powers and checks and balances; legislative, executive and judicial branches):</p> <ul style="list-style-type: none"> <li>• How authoritative decisions are made</li> <li>• How authoritative decisions are enforced</li> <li>• How authoritative decisions are interpreted</li> <li>• This could include decisions made across historical time periods from 1800 to current events.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to explaining how the legislative, executive, and judicial branches functioned in unison together from 1800-2000:</p> <ul style="list-style-type: none"> <li>• Civil War and Reconstruction</li> <li>• Legislative Branch passed the 13th, 14th, 15th Amendments:               <ul style="list-style-type: none"> <li>○ 13<sup>th</sup> – Abolished slavery</li> <li>○ 14<sup>th</sup> – Defined citizenship</li> <li>○ 15<sup>th</sup> – Gave voting rights to African American men</li> </ul> </li> <li>• New Deal (expansion of federal authority during the Great Depression)</li> <li>• Executive Branch – Lincoln issued the Emancipation Proclamation. This proclamation freed slaves in Southern territories and was seen as a strategy to strengthen the Union army.</li> <li>• Plessy vs. Ferguson – This landmark case legitimized separation of races until Brown vs. Board of Education overturned the decision (precedent).</li> <li>• Racial integration of public schools in the south               <ul style="list-style-type: none"> <li>○ Little Rock Nine</li> <li>○ Ruby Bridges</li> </ul> </li> <li>• Current Congressional Topics</li> </ul>		<ul style="list-style-type: none"> <li>• What statement correctly explains the relationship between the legislative branch and the executive branch of government when making decisions?</li> <li>• What statement best describes the role of each branch of government in passing the 15th Amendment?</li> <li>• What branch of government was responsible for the Emancipation Proclamation? Explain why this order did not have to be approved by Congress.</li> <li>• What branch has the power to declare the Proclamation unconstitutional?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, excerpts from the Emancipation Proclamation, excerpts from amendments, court cases, secondary sources, three-column charts		

Grade 5 Social Studies: Content Standard		5.GS.2.D.a
Theme Strand MLS	Functions of governmental systems	
	Knowledge of principles and processes of governance systems	
	Distinguish between powers and functions of local, state and national government in the past and present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will recognize the concept of federalism, a principle of the Constitution. The student will recognize which level of government deals with different and similar issues.		<u>Item Format</u> Selected Response, Technology Enhanced
The student will also recognize that the US Constitution is the supreme law of the land (if a local or state law contradicts a federal law, the federal law is supreme)		
The student will compare and contrast the powers of local, state, and federal government from 1800 to the present.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content includes, but is not limited to, the following (with explanation that some powers overlap, such as police): <ul style="list-style-type: none"><li>• <b>Local</b> – police and trash, local ordinances governing day to day operations of a city/town</li><li>• <b>State</b> – intrastate highways, state taxes, licenses for driving, teaching, lawyers, etc., state troopers/highway patrol</li><li>• <b>National</b> – interstate highways, currency, post offices, patents, foreign policy, Federal law enforcement agencies (FBI, CIA etc.)</li><li>• Terms: Federalism, National Supremacy</li></ul>		<ul style="list-style-type: none"><li>• What level of government would you go to if you were ready to get your driver’s license? Support your answer.</li><li>• According to the article, what two statements best describe the relationship between the local and state government in providing schools for children to attend in Missouri?</li><li>• Analyze and compare the Missouri State Constitution and the United States Constitution in the topic/area of _____. What are two ways they are similar and two ways they are different?</li><li>• In your own words, explain the concept of federalism.</li></ul>
<u>Stimulus Materials</u>		
Secondary sources, case studies, articles, three-way Venn diagrams, Missouri State Constitution, U.S. Constitution		

# Knowledge of Continuity and Change in the History of Missouri and the United States

Grade 5 Social Studies: Content Standard		5.H.3.A.a
Theme Strand MLS	Understand the movement of people from many regions of the world to North America Knowledge of continuity and change in the history of Missouri and the United States Outline the territorial expansion of the United States.	
<u>Expectation Unwrapped</u> The student will describe how the United States grew geographically from 1800 to 2000.		<u>DOK Ceiling – 3</u>
<b>Territorial Expansion</b> – The act or process of increasing the land area claimed by sovereign nations.		<u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the growth of the United States from 1800 to 2000. <ul style="list-style-type: none"><li>• Louisiana Purchase</li><li>• Manifest Destiny and Imperialism</li><li>• Trail of Tears</li><li>• War of 1812</li><li>• Transportation and Communication improvements (Pony Express, steam engine, railroad, telegraph, telephone)</li><li>• Mexican American War Texas and the Mexican War</li><li>• Settlement of the Oregon Territory</li><li>• Settlement of California</li><li>• Spanish American War</li><li>• Annexation of Hawaii and Alaska</li><li>• Monroe Doctrine and Roosevelt Corollary</li><li>• Acquisition of territory after WWI and WWII</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What statement best describes the relationship between slavery and the growth of the United States from 1800 – 2000? Why is that the best answer?</li><li>• How did the Texas and American War contribute to the expansion of the United States? Why is your choice the best answer?</li><li>• Describe one cause of Westward Expansion. Explain how it contributed to the geographic expansion of the western United States. How is population related to geographic expansion?</li></ul>
<u>Stimulus Materials</u> Primary sources, maps, journal entries from pioneers and Lewis and Clark, treaties, other secondary sources		

Grade 5 Social Studies: Content Standard		5.H.3.A.b
<b>Theme</b>	<b>Understand the movement of people from many regions of the world to North America</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Describe the impact of migration on immigrants and the United States c. 1800-2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will describe how the migration of people from other countries came to the United States and changed the makeup of the culture during 1800 to 2000, including the treatment of immigrants.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content includes, but is not limited to, describing how the migration affected the culture (language, education, dress, music, social class, food, housing) of the United States as shown through events such as the following: <ul style="list-style-type: none"><li>• Ellis Island – infiltration of European immigrants to the United States</li><li>• Angel Island – influx of Asian immigrants to the United States</li><li>• Asians working on the railroad</li><li>• Pioneers moving from one side of the country to another; displacement of Native Americans</li><li>• Industrial Revolution – urbanization: people moving from farms to cities</li><li>• Great Migration – African Americans moving from the rural south to northern cities (Chicago)</li><li>• Great Depression – migrant workers moving to California for jobs</li><li>• Irish Immigration due to Potato Famine- poor treatment of Irish immigrants</li></ul>		<ul style="list-style-type: none"><li>• According to the data provided where did most immigrants settle between 1880 and 1920?</li><li>• What statement best describes the effect of the Industrial Revolution on American cities?</li><li>• During the great migration African American moved from the rural South to Chicago. What was the cause of their migration? How did this affect the demographics and culture of Chicago?</li></ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, video clips, excerpts from journal entries, excerpts from diaries, timelines, graphs, and charts		

Grade 5 Social Studies: Content Standard		5.H.3.B.a
<b>Theme</b>	<b>Historical perspective / Thinking / Passage of time</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
<p>The student will look closely at the positive and negative interactions from culture to culture, primarily focusing on the following groups during 1800 to 2000:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• European Americans</li> <li>• African Americans</li> </ul>		<p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
<p>Content may include, but is not limited to, looking closely at conflicts among the following groups:</p> <ul style="list-style-type: none"> <li>• Lewis and Clark, Sacagawea</li> <li>• White settlers and Native Americans</li> <li>• Little Big Horn; Wounded Knee Massacre</li> <li>• Indian Appropriations Act (established the Indian Reservation System) 1851</li> <li>• Indian Removal Act, Trail of Tears, forced relocation</li> <li>• Broken treaties between indigenous tribes and US government</li> <li>• Nat Turner’s Revolt</li> <li>• White settlers and African Americans</li> <li>• Indian Boarding Schools (1879)</li> <li>• Participants in the Indian Wars</li> <li>• Participants in the California Gold Rush</li> <li>• “Colored” Regiments (such as the 54th) in the Civil War</li> <li>• Buffalo Soldiers</li> <li>• Tulsa Massacre (1921)</li> <li>• Great Migration</li> <li>• Navajo Code Talkers</li> </ul>		<ul style="list-style-type: none"> <li>• What statement best describes the cultural interactions that took place between Lewis and Clark and the Native Americans? Explain why that is the best statement.</li> <li>• Why did the American government want the land in the Black Hills?</li> <li>• Create an argument that settlers had a significantly positive or a significantly negative impact on Native Americans. Use evidence to support your argument.</li> </ul>
<b>Stimulus Materials</b>		
<p>Primary sources, journal or diary entries, video clips, excerpts from speeches by Crazy Horse or Sitting Bull, secondary sources, cause/effect charts, nonfiction passages, and current event articles.</p>		

Grade 5 Social Studies: Content Standard		5.H.3.C.a
<b>Theme</b>	<b>Knowledge of the contributions of significant persons in U.S. history</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<p>The student will identify and describe how certain important individuals made an impact on United States history from 1800 to 2000.</p> <p>The student will be able to identify how individuals can make important changes to society, therefore revolutionizing society, in various aspects (positive and negative) including technology, transportation, leadership, suffrage, individual rights, minority rights, crime, rights of workers, etc.</p> <p><b>Contributions</b> – To play a significant part in bringing about an end or a result. It is the part played by a person or thing in bringing about a result or helping something to advance.</p>		<b><u>Item Format</u></b> Constructed Response, Short Answer, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Students should be able to describe key figures as contributing significantly to the culture, while also being fallible and not perfect people. Do not use as a simple matching activity. Students should be encouraged to learn about individuals in a deep and rich manner, rather than as a listing of many people.</p> <p>Content may include, but is not limited to, looking at the following diverse individuals who made an impact on U.S. history. Individuals might include Presidents as well as:</p> <ul style="list-style-type: none"> <li>Jane Addams</li> <li>Susan B. Anthony</li> <li>Neil Armstrong</li> <li>Alexander Graham Bell</li> <li>John Brown</li> <li>Al Capone</li> <li>Andrew Carnegie</li> <li>George Washington Carver</li> <li>Crazy Horse</li> <li>Jefferson Davis</li> <li>Frederick Douglass</li> <li>W.E.B. Du Bois</li> <li>Thomas Edison</li> <li>Henry Ford</li> <li>William Lloyd Garrison</li> <li>Lewis Hine</li> <li>Martin Luther King Jr.</li> <li>Robert E. Lee</li> <li>Charles Lindbergh</li> <li>Rosa Parks</li> <li>Nelson D. Rockefeller</li> <li>Eleanor Roosevelt</li> <li>Sitting Bull</li> <li>Elizabeth Cady Stanton</li> <li>Harriet Beecher Stowe</li> <li>Harriet Tubman</li> <li>Mark Twain</li> <li>Booker T. Washington</li> <li>Wright Brothers</li> </ul>		<ul style="list-style-type: none"> <li>What was the impact of Charles Lindbergh’s flight across the Atlantic Ocean?</li> <li>What contribution did Eleanor Roosevelt make to advance the civil rights cause in the United States?</li> <li>Identify and explain the significance of one contribution made by Philip Vera Cruz to the American Labor Movement. Use evidence to support your answer.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, excerpts from speeches and writings, videos, journal entries, letters, secondary sources, various nonfiction passages		

Grade 5 Social Studies: Content Standard		5.H.3.E.a
Theme	Political developments and reform movements in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will explain the causes and effects of major political changes in U.S. history from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<b>Amendments</b> – Alterations of or additions to a motion, bill, constitution, etc.		
<b>Progressive Era Reforms</b> – The Progressive Era in the United States from the 1890s to the 1920s included widespread political reform and social activism. Progressive Era reforms include movements such as civil rights, suffrage, conservation, government reform, labor relations, philanthropy, unionism, and others.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the causes and effects that political changes had on U.S. history: <ul style="list-style-type: none"><li>• Amendments to the Constitution (12th through 27th)</li><li>• Industrial Revolution</li><li>• Reconstruction</li><li>• Gilded Age</li><li>• Progressive Era reforms</li><li>• Women’s Suffrage</li><li>• Great Depression/New Deal</li><li>• Great Society</li><li>• The Civil Rights Movement</li><li>• The Women’s Movement</li></ul>		<ul style="list-style-type: none"><li>• Which political factors caused the Industrial Revolution? Which one was most important? Support your answer with evidence.</li><li>• What were some positive effects of the New Deal? What were some negative effects of the New Deal? In your opinion, were there more long-term positive effects or more long-term negative effects? Support your opinion with evidence.</li><li>• Name one amendment adopted during the Progressive Era. Explain what caused the amendment to be adopted and what effects it had on the US.</li></ul>
<u>Stimulus Materials</u>		
Primary sources, excerpts from Constitution or Amendments, photographs of child labor, wealthy and poverty-stricken families, excerpts from <i>The Jungle</i>		



Grade 5 Social Studies: Content Standard		5.H.3.F.a
Theme Strand MLS	Westward Expansion and settlement in the U.S. Knowledge of continuity and change in the history of Missouri and the United States Investigate the causes and consequences of westward expansion c. 1800-2000.	
<u>Expectation Unwrapped</u> The student will examine the events that led to moving westward and the effects of that movement from 1800 to 2000.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the causes and effects of the following historical events: <ul style="list-style-type: none"><li>• Manifest Destiny</li><li>• Imperialism</li><li>• Monroe Doctrine</li><li>• Roosevelt Corollary</li><li>• Panama Canal</li><li>• Addition of United States as result of gold, territorial wants, economic resources, political power.</li><li>• The Texas and The Mexican War</li><li>• Oregon Territory</li><li>• California Gold Rush</li><li>• Expansion Into Hawaii, Alaska, The Philippines, Puerto Rico</li><li>• Effects On Indigenous peoples</li><li>• Effects On expansion of Slavery</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• How did the Gold Rush contribute to Westward Expansion?</li><li>• What statement best explains the cause-and-effect relationship when the US purchased Alaska? Explain your answer choice.</li><li>• What was one reason the United States wanted to acquire Hawaii? According to the excerpt from Queen Liliuokalani, what effects did she believe it would have on Hawaiian culture? Have her predictions proved accurate? Support your position with evidence.</li></ul>
<u>Stimulus Materials</u> Maps, excerpts from Queen Liliuokalani of Hawaii, cloze notes, T-chart, journal entries, diaries, video clips		

Grade 5 Social Studies: Content Standard		5.H.3.G.a
Theme	Understanding the causes and consequences of the Civil War	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will be able to identify the political, economic, and social reasons that created change after the Civil War and Reconstruction.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but not be limited to, the politics involved, the economic consequences, and the social adjustments once the Civil War was over and into Reconstruction:  <b>Causes</b> – Westward Movement, the Compromise of 1850, the South’s reliance on cotton and slavery, differences in beliefs regarding slavery (Abolitionist Movement), differing opinions on states v. federal rights  <b>Consequences</b> – 13th, 14th, 15th Amendments, the South’s economy destroyed and in need of repair, Freedmen’s Bureau, Tuskegee Institute, enslaved people being freed and responses/reactions to emancipation (indentured servitude, treatment of free black people, racist laws in the south, migration of freed black people)		<ul style="list-style-type: none"><li>• Which of the following statements identifies a political cause of the Civil War?</li><li>• What statement describes the economic impact of the Civil War on the US economy?</li><li>• Categorize the following causes of the civil war into political, economic, social groups. Which category has the most causes? Of those categories, which is the most significant? Is it the one with the greatest number or is it another one with more powerful causes? Support your answer with evidence?</li><li>• Describe the relationship between the Civil War and Reconstruction. What were the economic, social, and political changes that occurred after the Civil War?</li></ul>
<u>Stimulus Materials</u>		
Timelines, cause/effect charts, maps, text excerpts, political cartoons, pictures of the South’s economy		

Grade 5 Social Studies: Content Standard		5.H.3.H.a
Theme	Major economic developments in the United States	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Identify political, economic, and social causes and consequences of the Great Depression.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will identify the political, economic, and social causes and consequences of the Great Depression.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but not be limited to, the politics involved, the economic consequences, and social adjustments of the Great Depression. Such events that may be included could be:		<ul style="list-style-type: none"><li>• What statement best describes the effect of the Dust Bowl on the American Farmer?</li><li>• Which of the following best summarizes Herbert Hoover’s view of the New Deal?</li><li>• Identify the cause and effect relationship between the crash of the stock market and the number of people living in poverty during the Great Depression. Provide evidence for your answer.</li></ul>
<b>Causes</b> – poor leadership, stock market crash, overextension of credit, overconsumption, lack of regulation in banking and stock market industry		
<b>Effects</b> – loss of jobs, people living in poverty, banks closed, welfare state, Social Security, 22nd Amendment, growth of the federal government (New Deal legislation), FDR’s removal of the Gold Standard		
<u>Stimulus Materials</u>		
Flow charts, fireside chats, timelines, charts of different organizations created by New Deal legislation, photographs of poverty, excerpts from 22nd Amendment, stock market graphs, unemployment graphs, fiction and nonfiction texts		

Grade 5 Social Studies: Content Standard		5.H.3.I.a
<b>Theme</b>	<b>Causes, comparisons, and results of major twentieth-century wars</b>	
<b>Strand</b>	<b>Knowledge of continuity and change in the history of Missouri and the United States</b>	
<b>MLS</b>	Identify political, economic, and social causes and consequences of World War I and WWII on the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will identify the political, economic, and social causes of World War I and World War II and will identify the effects of World War I and World War II on the United States.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not be limited to, the politics involved, the economic consequences, and social adjustments of WWI and WWII:</p> <ul style="list-style-type: none"> <li>World War I <ul style="list-style-type: none"> <li>Causes – Zimmerman telegram, unrestricted submarine warfare by Germany, militarism/industrialism (advanced weaponry), sinking of the Lusitania, stronger ties to England and France, assassination of Franz Ferdinand Duke of Austria</li> <li>Effects – bombs, poison gas, return to isolationism, Roaring Twenties, Spanish Flu/influenza epidemic, Great Migration, more women in the workforce/Women’s suffrage, Communism in Russia/overthrow of monarchy, severe punishment of Germany</li> </ul> </li> <li>World War II <ul style="list-style-type: none"> <li>Causes – long term: severe worldwide economic depression, rise of Fascism, ties to England (Lend-Lease Act, appeasement; rise in German Nationalism, immediate: Japanese bombing of Pearl Harbor</li> <li>Effects – bombing of Nagasaki and Hiroshima; economic destruction of mainland Europe and Asia; destruction to the landscape of Europe, Japanese Internment Camps in the United States, rationing, creation of the United Nations, economic upturn in US, Red Scare, beginnings of the Cold War with Soviet Union, increase of women in the workforce, Increase of women in the workforce (Rosie the Riveter), Creation of All-American Girls Professional Baseball League</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Choose all of the following factors that contributed to World War I. Rank them in order of significance. Justify your rankings.</li> <li>Choose the statement that describes a social, political, economic impact the WWI had on the United States.</li> <li>Explain how World War II politically affected (or economically, or socially) the United States. Provide evidence for your answer.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Timelines, flow charts, excerpts from the Zimmerman Telegram, pictures/photos, maps of Great Migration, videos of Pearl Harbor/Nagasaki and Hiroshima, other primary and secondary sources		

Grade 5 Social Studies: Content Standard		5.H.3.I.b
Theme	Causes, comparisons, and results of major twentieth-century wars	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Identify the political, economic and social consequences of the Cold War on the United States.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will identify effects of the Cold War on the United States, including political, economic, and social consequences.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not to be limited to, the politics involved, the economic consequences, and social adjustments of the Cold War: <ul style="list-style-type: none"><li>Causes – Berlin Wall, tension between the United States and the Soviet Union due to the conflict between capitalism/democracy and communism, Space Race</li><li>Effects – Vietnam War, Korean War, Bay of Pigs, Cuban Missile Crisis, bomb shelters, NATO, Warsaw Pact</li></ul>		<ul style="list-style-type: none"><li>Which of the following was a key event that led up to the Cuban Missile Crisis? Justify your answer.</li><li>Identify the choices which illustrate how the Cold War shape American foreign policy?</li><li>How did the Cold War impact the lives of the average American?</li></ul>
<u>Stimulus Materials</u>		
Maps, video clips, space-related videos, cause/effect charts, speech from JFK about Cuban Missile Crisis, pictures of Berlin Wall, excerpt from Churchill’s Iron Curtain speech		

# Knowledge of Economic Concepts and Principles

Grade 5 Social Studies: Content Standard		5.E.4.A.a
Theme Strand MLS	Knowledge of basic economic concepts	
	Knowledge of economic concepts and principles	
	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will explain how scarcity (the conditions to not have all the goods and services people want), supply (different quantity of a resource, good, or service offered for sale at various prices), demand (different quantity of a resource, good, or service that will be purchased at various prices), opportunity cost (the most important alternative that is given up as a result of a specific economic decision), income (a gain or recurrent benefit usually measured in money that derives from capital or labor, also the amount of such gain received in a period of time), labor (human activity that provides the goods or services in an economy), wages (a payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis), and other economic concepts apply to the nation’s past, present, and future.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but not be limited to, economic terms and connecting them to the following historical time periods and/or events: <ul style="list-style-type: none"><li>• Great Depression – unregulated stock trading, margin calls scarcity of jobs, wages (lost or reduced income), government intervention (New Deal)</li><li>• Industrial Revolution – wages and profits, safety issues</li><li>• WWII – rationing, women in the workplace, changing gender economic roles</li><li>• Current – demand for new technology (iPhone, virtual marketplace etc.), items selling out during COVID, work-from-home increase</li></ul>		<ul style="list-style-type: none"><li>• What effects did the Industrial Revolution have on labor and wages? Choose all that apply. Of your choices, which was the most powerful influence? Support your answer with evidence.</li><li>• During the Great Depression the scarcity of job influenced wages by which of the following? Choose all that apply. Of your choices, which was the most powerful influence? Support your answer with evidence.</li><li>• Explain how the Great Depression led to economic reforms in the United States. Which of those reforms continue today?</li></ul>
<u>Stimulus Materials</u>		
Primary sources, photographs, excerpts from novels or personal accounts, secondary sources, matching charts, vocabulary definitions, graphic organizers, graphs or charts of unemployment and bank activity		

Grade 5 Social Studies: Content Standard		5.E.4.D.a
Theme	Factors that influence the economy	
Strand	Knowledge of economic concepts and principles	
MLS	Explain factors, past and present, that influence changes in our nation’s economy	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will explain how various causes throughout history (including technology, the movement of people, and resources) have been a catalyst for economic change in our country		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<b>Economy</b> – The process or system by which goods and services are produced, sold, and bought in a country or region. A careful use of money, resources, etc. Something that makes it possible for you to spend less money.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to showing the cause-and-effect relationship in the following historical events: <ul style="list-style-type: none"><li>• Eli Whitney – the inventor of the cotton gin, which increased the South’s reliance on cotton, slavery, and production</li><li>• Great Depression – the stock market crashed, which made the government enact stock market and other economic regulations (SEC, FDIC, etc.)</li><li>• Henry Ford – responsible for building the car and using the assembly line, which increased productivity</li><li>• The Industrial Revolution – moved our economy from an agricultural society to an industrial society</li><li>• Transportation and Communication – steam engine, railroads, gas powered engine, airplanes; telegraph, telephone, cellular technology</li><li>• Technology – changed economy and workforce in major industries by using computers and machines</li><li>• Great Migration – influx of workers to the North</li></ul> Consider long-term and short-term causes and effects as well as the difference between causation and correlation in your explanation.		<ul style="list-style-type: none"><li>• What effect did the cotton gin have on the production of cotton? How did that effect have long-term social and political consequences in American history?</li><li>• What was a consequence of the stock market crash? How did those consequences impact social and political aspects in the US?</li><li>• Explain how Henry Ford’s invention of the assembly line contributed to the growth of the Industrial Revolution. Who benefitted and who was negatively affected by those developments? In the long-term was it a positive or negative innovation? Support your answer with evidence.</li></ul>
<u>Stimulus Materials</u>		
Primary sources, photos of assembly lines, newspaper articles, video clips, secondary sources, three-way Venn diagrams, diagrams of an assembly line		

Grade 5 Social Studies: Content Standard		5.E.4.D.b
Theme	Factors that influence the economy	
Strand	Knowledge of economic concepts and principles	
MLS	Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe the economic impact of migration on the immigrants and the United States from 1800 to 2000, including how the movement of workers changed the economic landscape and power structure.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not be limited to, European immigrants into the United States and Americans migrating to other parts of the country. <ul style="list-style-type: none"><li>• Tenements – the poor living conditions of many migrants</li><li>• Treatment of Irish immigrants in the East and Asian immigrants in the West: emphasize that immigrants were paid less and treated worse than peers</li><li>• Boomtowns – town that sprang up overnight as gold was discovered in the West</li><li>• Homestead Act – free land in the West draws immigrants to the United States</li></ul>		<ul style="list-style-type: none"><li>• What were the major economic factor that led to Westward Expansion? Select all answers that apply. Of your choices, which was the most important in the short-term? In the long-term. Support your choice with evidence.</li><li>• How did the poor living conditions of many migrants lead to increased poverty in American cities? How were those conditions addressed? Successfully or unsuccessful? Support your response with evidence.</li><li>• Explain how the Gold Rush created Boomtowns. Then explain how migration affected the economies of the boomtowns. What were the short-term and long-term impacts of those boomtowns? Positive and negative? Support your response with evidence.</li></ul>
<u>Stimulus Materials</u>		
Primary sources, photographs, diaries, newspaper articles, sharing about the tenements, journal entries, secondary sources, charts, graphs		



# Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

Grade 5 Social Studies: Content Standard		5.EG.5.A.a
<b>Theme</b>	Reading and constructing maps	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use geographic sources to acquire information, answer questions and solve problems.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will use various geographic resources to gather information, respond to questions, and problem solve.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to using geographic sources to gather information, respond to questions, and solve problems based on history, economics, politics, environment, immigration, war:</p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Atlases</li> <li>• Charts</li> <li>• Graphs</li> <li>• Primary sources</li> <li>• Secondary sources</li> </ul> <p>This should be an ongoing standard, taught in context with the time periods being studied.</p>		<ul style="list-style-type: none"> <li>• <i>According to the data in the chart/graph what is the relationship between ____ and ____? How do you know?</i></li> <li>• <i>In the excerpt/speech/journal ____ (name of individual) addresses several concerns. Which of the following are their concerns? Which is the most important concern. Support your choice?</i></li> <li>• <i>Based on the data provided in the map, how did the Gold Rush affect the population of the US West? Explain how the different groups within the affected population were affected? Which group was most affected? Support your choice with evidence.</i></li> </ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, pictures, graphs, Lewis and Clark maps, maps of the Oregon trail, maps of California Gold Rush, secondary sources, academic magazines, periodicals, charts		

Grade 5 Social Studies: Content Standard		5.EG.5.A.b	
<b>Theme Strand</b>	Reading and constructing maps		
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment		
<b>MLS</b>	Construct maps for relevant social studies topics.		
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling – 3</b></u>	
The student will be able to create maps that relate to various significant social studies events from 1800 to 2000.		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced	
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>	
Content may include, but is not limited to, creating a map related to social studies events from 1800- to 2000. Changes to the map of the United States throughout the years between 1800-2000: <ul style="list-style-type: none"><li>• Trail of Tears/Indian Removal Act</li><li>• Distinction between Northern States, Southern States, Border States; Civil War battles</li><li>• Map of the Great Depression showing changes in population</li><li>• Map of the Dust Bowl</li><li>• Map of the Oregon Territory</li><li>• Westward Expansion</li><li>• Map of the United States showing location of natural resources, human resources, physical features</li><li>• Map of the Louisiana Purchase</li><li>• Map of the Transcontinental Railroad</li><li>• Map of the Missouri Compromise</li><li>• Map of WWI, WWII (Allies/Central Powers, Allied Powers/Axis Powers, changing of national borders, battles)</li><li>• Map of Japanese Internment Camps</li><li>• Map of large cities in US and their change over time to modern day</li></ul>		<ul style="list-style-type: none"><li>• What US states were part of the Oregon Territory?</li><li>• What states did the Transcontinental Railroad go through? Identify those states and the railroad route on map.</li><li>• Based on your knowledge of the geography of the United States rank and explain the geographic factors that contributed to the Dust Bowl. Support your ranking with evidence.</li></ul>	
<u><b>Stimulus Materials</b></u>			
Primary sources, authentic maps, journals to create a Civil War map, excerpts from Lewis and Clark journal, secondary sources, charts, and graphs			

Grade 5 Social Studies: Content Standard		5.EG.5.B.a
<b>Theme</b>	Understanding the concept of location to make predictions and solve problems	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 2</b>
The student will name and identify regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics from 1800 to 2000.		<b>Item Format</b> Selected Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to naming and identifying the following: <ul style="list-style-type: none"> <li>• Regions (North and South during the Civil War)</li> <li>• States</li> <li>• Capitals</li> <li>• River systems (e.g., Mississippi-Missouri River System)</li> <li>• Mountain ranges (e.g., Rocky Mountains, Appalachian Mountains)</li> </ul> *This content should be taught in historical context, not as a stand-alone list or map activity.		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• What major river systems did Lewis and Clark travel on their expedition? Why did they choose these rivers?</li> <li>• Which region of the United States was considered part of the confederacy during the Civil War? Identify and locate those states on a US map.</li> <li>• Explain the role the major US river systems played in the Westward Expansion of the United States.</li> </ul>
<b>Stimulus Materials</b> Primary sources, authentic maps, journals from the Civil War, secondary sources, generic physical maps, generic political maps, Lewis and Clark, Westward Expansion		

Grade 5 Social Studies: Content Standard		5.EG.5.B.b
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Locate and describe real places, using absolute and relative location.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will be able to locate and describe real places using locations in relation to one another and using lines of latitude and longitude.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not be limited to, locating places using absolute and relative location: <ul style="list-style-type: none"><li>• latitude and longitude<ul style="list-style-type: none"><li>○ Cities could include Jefferson City, St. Louis, Kansas City, Missouri; Washington, D.C.; etc.</li></ul></li><li>• relative location (using location in relation to one another)<ul style="list-style-type: none"><li>○ Describe the location of the Mississippi River in relation to St. Louis.</li><li>○ Describe the location of the St. Louis Arch in relation to the Mississippi River.</li><li>○ Create a map to locate and describe real places using absolute and relative locations.</li></ul></li></ul> <p>This content should be taught in historical context, not as a stand-alone list or map activity.</p>		<ul style="list-style-type: none"><li>• According to the map what is the latitude and longitude of our state capital?</li><li>• Using the map, estimate how many miles St. Louis is from Kansas City.</li><li>• Describe the location of the St. Louis arch in relation to the Mississippi River. Why was that site selected? What did that location symbolize?</li></ul>
<u>Stimulus Materials</u>		
Primary sources, authentic maps, journals from the Civil War, secondary sources, generic physical maps, generic political maps, Lewis and Clark, Westward Expansion		

Grade 5 Social Studies: Content Standard		5.EG.5.C.a
Theme	Understanding the concept of place	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe and analyze physical characteristics of the nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe and look closely at the landforms and bodies of water in the United States.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
Emphasis is not on memorizing these locations, rather students should be able to describe the characteristics and how these characteristics have impacted historic events.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What is the relationship between bodies and water and the location of major us cities?</li><li>• What is the largest source of freshwater in the United States?</li><li>• Using the data provided, describe a relationship between population density and two different landforms.</li><li>• Why is it important to preserve and conserve water?</li></ul>
Content may include, but is not limited to, describing and looking closely at the following landforms and bodies of water: <ul style="list-style-type: none"><li>• Great Lakes</li><li>• Mississippi River and Missouri River and Gulf of Mexico</li><li>• Pacific Ocean/Atlantic Ocean; Panama Canal</li><li>• Arctic Ocean/Bering Strait/Alaska</li><li>• Rocky Mountains and Appalachian Mountains and Ozark Mountains</li><li>• Great Plains</li><li>• Mojave Desert</li><li>• Grand Canyon</li><li>• Dust Bowl in Midwest during Great Depression</li><li>• Rural landscape in Midwest; growth of cities near bodies of water; growth of big cities not near bodies of water (due to ease of transportation, irrigation)</li></ul>		
<u>Stimulus Materials</u>		
Primary sources, photographs of the Great Lakes or any relative landform, secondary sources, satellite images, maps		

Grade 5 Social Studies: Content Standard		5.EG.5.C.b
Theme Strand  MLS	Understanding the concept of place  Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment  Describe and analyze diverse human characteristics of the nation.	
	<u>Expectation Unwrapped</u>  The student will describe and look closely at the different human characteristics of the United States.	<u>DOK Ceiling – 3</u>  <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>  Content may include, but is not limited to, different human characteristics: <ul style="list-style-type: none"><li>• “Melting Pot” to “Tossed Salad” metaphor</li><li>• Education</li><li>• Language</li><li>• Economies</li><li>• Religions</li><li>• Settlement patterns and housing structures</li><li>• Ethnic background</li><li>• Political system</li><li>• Native American Reservation System</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Explain how the cultural makeup of the United States has evolved over our history.</li><li>• Identify and describe the characteristics of humans in an urban location compared to those characteristics of humans in a rural location.</li><li>• Make a map of the US in c. 1776, another in c. 1850, c. 1950, c. 2022, each of which identifies population settlement and cultural heritage. Explain what changes in US human characteristics are shown on these maps.</li></ul>
<u>Stimulus Materials</u>  Primary sources, artifacts, journal entries/diaries, secondary sources, thematic maps, video clips		

Grade 5 Social Studies: Content Standard		5.EG.5.D.a
Theme	Relationships within places Human–Environment Interactions	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will compare and contrast how physical environments affect people and cause them to adapt to their surroundings, and how people depend on as well as make changes to the physical environments in which they live.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What human changes to the environment were contributing factors to the Dust Bowl? Rank and justify your choices.</li><li>• What region of the United States would be best suited for mining? What evidence do you have for your choice?</li><li>• Compare and contrast how your life would be different if you lived in a mountain region instead of Missouri.</li></ul>
Content may include, but is not limited to, the following topics: <ul style="list-style-type: none"><li>• How people impact and are affected by their physical environment-the Dust Bowl, irrigation, Hoover Dam, Lake Mead</li><li>• How people depend on their physical environment–growing cotton and tobacco in the South</li><li>• How people adapt to their physical environment–farming the Great Plains</li><li>• How people change their physical environment-New Deal work programs (WPA, CCC); Tennessee Valley Authority; damming of rivers to provide power, wind and solar power</li><li>• How various regions of the United States allow for different types of jobs-fishing, mining, farming, tourism</li></ul>		
<u>Stimulus Materials</u>		
Primary sources, authentic photographs, maps, letters, journals, articles, secondary sources, nonfiction reading passages, four-column charts		

Grade 5 Social Studies: Content Standard		5.EG.5.E.a
<b>Theme</b>	Understanding relationships between and among places	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Evaluate how changes in communication and transportation technologies affect people's lives.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will evaluate how innovations in communication and transportation technology affected people's lives from 1800s to 2000.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following innovations: <ul style="list-style-type: none"> <li>• Alexander Graham Bell's telephone</li> <li>• Henry Ford's Model T</li> <li>• Eli Whitney's cotton gin</li> <li>• Pony Express, stagecoach, postal service, and telegraph</li> <li>• The Wright Brothers' airplane</li> <li>• Transatlantic travel including Charles Lindbergh and Amelia Earhart</li> <li>• Space travel, including Katherine Johnson, Neil Armstrong</li> <li>• Computers</li> </ul>		<ul style="list-style-type: none"> <li>• In what ways did the invention of the airplane affect transportation? Rank those effects and explain the reasons for your ranking.</li> <li>• In what ways, did the invention of the internet affect the economy? Rank those effects and explain the reasons for your ranking.</li> <li>• Evaluate how your life would change if we didn't have cell phones to communicate. What impact did the invention of the cell phone have on our lives?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Primary sources, photographs, letters, blueprints for inventions, secondary sources, flowcharts, cause/effect charts		



Grade 5 Social Studies: Content Standard		5.EG.5.F.a
<b>Theme</b>	Understanding relationships between and among regions	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Describe different regions in the United States and analyze how their characteristics affect people who live there.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will describe in detail the five regions in the United States and look closely at how the features of each region affect the people who live there.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the five regions and how those regions affect people who live there:</p> <ul style="list-style-type: none"> <li>• Northeast – forestry industry and textile mills</li> <li>• Southeast – cotton and tobacco</li> <li>• Midwest – farming</li> <li>• West – timber industry</li> <li>• Southwest – livestock</li> </ul> <p>Characteristics that could be included in these regions are history, economy, government, society, and today's culture.</p>		<ul style="list-style-type: none"> <li>• What industry would you most likely work in if you lived in the Northeast region?</li> <li>• What are the features of the Southwest region that make it a good place for the livestock industry?</li> <li>• If you wanted to start an online social media business what region of the United States would be most beneficial for you to live in? What are the characteristics of the region that would help ensure the success of your new business?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Thematic maps of the United States, Venn diagrams, T-charts		

Grade 5 Social Studies: Content Standard		5.EG.5.G.a
<b>Theme</b>	Understanding geography to interpret, explain and predict	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will use geography to understand past events, explain present conditions, and prepare for the future.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
Content may include, but is not limited to, understanding geography in the past, in the present, and in the future: <ul style="list-style-type: none"> <li>• Deforestation and pollution of water sources</li> <li>• Route 66</li> <li>• Mining</li> <li>• Settlements near rivers or waterways; later settlements far from rivers or waterways</li> <li>• Dust Bowl and crop rotation, improvements in irrigation</li> <li>• Erie and Panama Canals</li> <li>• Damming of rivers, including Hoover Dam</li> <li>• Restructuring of Rivers, including the Missouri River</li> <li>• Oil Wells and pipelines</li> </ul>		<ul style="list-style-type: none"> <li>• How did the Dust Bowl lead to the invention of new farming methods?</li> <li>• Which option describes the geographic factors that would have been taken into consideration when building Route 66?</li> <li>• Describe how humans have a negative impact on the environment. Describe a way to positively change one of those impacts.</li> </ul>
<b>Stimulus Materials</b>		
T-charts, flowcharts, nonfiction passages		

Grade 5 Social Studies: Content Standard		5.EG.5.G.b
Theme	Understanding geography to interpret, explain and predict	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will look closely at how geography has impacted migration and the people moving into the United States from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, looking at how geography impacted the decisions of people moving into and throughout the United States: <ul style="list-style-type: none"><li>• Pioneers on the Oregon Trail</li><li>• European immigrants</li><li>• Different treatment depending on country of origin: German, Irish, Italian, Chinese, Vietnamese, Bosnia, Somalian...</li><li>• Dust Bowl migrations</li><li>• California Gold Rush</li><li>• Chinese immigrants in the West</li><li>• Great Migration</li><li>• Creation of cultural sections in major cities</li><li>• Naming cities after countries of origin</li></ul>		<ul style="list-style-type: none"><li>• Which of the following describes how geography played a role in the westward migration of immigrants on the Oregon Trail?</li><li>• What is the cause-and-effect relationship between the geography of the settled lands and the Dust Bowl? Consider short-term and long-term elements in your response</li><li>• Imagine you wanted to start a new job as a gold miner. What geographical features in a location would best support your new career?</li></ul>
<u>Stimulus Materials</u>		
Primary sources, journals, diaries, letters, photographs, secondary sources, nonfiction passages, cause/effect chart, bar graphs, diagrams, models. <ul style="list-style-type: none"><li>• Maps – Civil War battles, WWI, WWII, topography maps, thematic maps, Erie or Panama Canals</li><li>• Graphs – unemployment during the Great Depression, Civil War deaths</li><li>• Timelines – Great Depression, events that led up to the Civil War</li><li>• Charts – the laws that were reformed during the Progressive Era, events that led to women getting the right to vote</li><li>• Models – car, airplane, Native American tools or lodging</li><li>• Diagrams – Eli Whitney’s cotton gin, assembly line, Henry Ford’s building of the Model T</li></ul>		

# Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

Grade 5 Social Studies: Content Standard		5.RI.6.A.a
<b>Theme</b>	Cultural characteristics of all people	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 4</u></b>
The student will show how cultural features are similar and different across historical time periods in the United States after 1800.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced, Presentation
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but not be limited to, showing how cultural features are similar and different across historical time periods in the United States after 1800: <ul style="list-style-type: none"><li>• Language</li><li>• Customs</li><li>• Religions</li><li>• Food</li><li>• Lifestyle</li><li>• Clothing</li><li>• Holidays</li><li>• Government</li><li>• Physical environment</li></ul>		Students will research various groups in America (Native Americans, immigrants, African Americans, women) and trace how their involvement in society has changed over time and how that involvement has led to cultural assimilation and clashes. Students will use this research to develop an argument/thesis about the changing nature of US cultural characteristics and present her/his findings to peers, parents, community....
<b><u>Stimulus Materials</u></b>		
Venn diagrams, T-charts, nonfiction passages, pictures, letters, artifacts, diaries		

Grade 5 Social Studies: Content Standard		5.RI.6.A.b
Theme	Cultural characteristics of all people	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 4</u>
The student will describe in detail the effect that immigration had on the cultures of both the immigrants and the people living in the United States from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to students describing the effect that immigration had on the cultures of both the immigrants and people living in the United States from 1800 to 2000: <ul style="list-style-type: none"><li>• California Gold Rush – Chinese, Irish, African Americans, Anglo-Saxon people worked together.</li><li>• Great Migration – African Americans migrated to the North and interacted with whites</li><li>• Irish Potato Famine</li><li>• Post WWI</li><li>• Pre-and post WWII</li><li>• Cold War</li><li>• Internal problems in Mexico and Latin America</li><li>• Strife in parts of Africa</li></ul>		Students will research various immigrant groups in America and trace how their involvement in society has changed over time and how their involvement has changed American society. Students will use this research to develop an argument/thesis about the cultural impact of immigration and then present her/his findings to peers, parents, community....
<u>Stimulus Materials</u>		
Cause/effect charts, Venn diagrams, nonfiction passages, letters, articles, diaries, various online sources, maps, graphs/charts		

Grade 5 Social Studies: Content Standard		5.RI.6.B.a
Theme Strand MLS	Methods of resolving conflicts	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Evaluate constructive processes or methods for resolving conflicts.	
<u>Expectation Unwrapped</u> The student will explain productive methods people can take to resolve conflicts or problems.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but not be limited to, explaining different circumstances where groups of people were in conflict with one another and the methods they took to resolve those problems: <ul style="list-style-type: none"><li>• Missouri Compromise – Missouri came into the Union as a slave state and Maine as a free state</li><li>• Compromise of 1850 – banned slavery in the Western territories, created more strenuous fugitive slave laws, brought California into the Union as a free state</li><li>• Civil Rights Movement – peaceful protests, sit-ins, speeches by Martin Luther King Jr., boycotts, focus on nonviolence, the March on Washington, the Montgomery Bus Boycott, etc.</li><li>• The Great Compromise</li><li>• Judicial Review</li><li>• League of Nations (WWI) and United Nations (WWII)</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• How did the creation of the United Nations after World War II help lead to world peace?</li><li>• How did the creation of the United Nations after World War II help lead to the Cold War?</li><li>• Students will receive a case study describing a conflict and then propose peaceful solutions.</li></ul>
<u>Stimulus Materials</u> Nonfiction passages, letters, video clips, excerpts from speeches, excerpts from the compromises, graphic organizers, T-charts, cause/effect charts		

Grade 5 Social Studies: Content Standard		5.RI.6.C.a
Theme Strand MLS	Ideas and beliefs of different cultures	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.	
<u>Expectation Unwrapped</u> The student will be able to investigate stories and songs that illustrate the cultural history of the United States from 1800 to 2000.		<u>DOK Ceiling – 4</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but not be limited to, students investigating stories and songs that illustrate the cultural history of the United States from 1800 to 2000: <ul style="list-style-type: none"><li>• “The Star-Spangled Banner”</li><li>• “Yankee Doodle”</li><li>• Paul Bunyan, John Henry, Slue-Foot Sue, Pecos Bill, and other American folktales</li><li>• Daniel Boone</li><li>• “This Land is Your Land,” by Woodie Guthrie</li><li>• Roaring Twenties, the Jazz Age, the Blues, the British Invasion, and Negro spirituals</li><li>• Rock and Roll/Protest Songs</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Students will listen to songs throughout time periods to determine tone, who wrote them and why they were written, as well as the effect of the music on the nation.</li><li>• Students will write their own song/rap which illustrates some aspect of the cultural history of the United States from 1800 to 2000. Students will complete a metacognitive analysis of the song/rap.</li></ul>
<u>Stimulus Materials</u> Lyrics, excerpts from various folk tales, legends, tall tales, song clips		

Grade 5 Social Studies: Content Standard		5.RI.6.D.a
<b>Theme</b>	<b>Cultural heritage and preservation</b>	
<b>Strand</b>	<b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>	
<b>MLS</b>	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 4</u></b>
The student will look closely at how culture has been maintained over time through celebrations, traditions, and memorials.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, students looking closely at how culture has been maintained over time through celebrations, traditions, and memorials: <ul style="list-style-type: none"><li>• Lincoln Memorial</li><li>• Washington Monument</li><li>• Presidents’ Day</li><li>• Veterans’ Day</li><li>• Fourth of July</li><li>• Juneteenth</li><li>• Martin Luther King Jr “I Have a Dream” speech</li><li>• Christmas tree lighting at Rockefeller Center</li><li>• Throwing out the first pitch at baseball games</li><li>• Rising and saluting the flag during the Pledge of Allegiance or “The Star-Spangled Banner”</li><li>• Flag flown at half-mast</li><li>• Super Bowl/World Series</li></ul>		<ul style="list-style-type: none"><li>• Students will compare celebrations, traditions, and commemorations of various groups of people from early America to today.</li><li>• Students will gather information about cultural life, celebrations, traditions, and commemorations and make a claim as to why these are important to the United States. Students will prepare and present their findings to their peer/ school, parents, community....</li></ul>
<b><u>Stimulus Materials</u></b>		
Pictures, videos, nonfiction passages or picture books explaining the monuments or celebrations		



Grade 5 Social Studies: Content Standard		5.RI.6.E.a
Theme Strand MLS	Changing roles of various groups	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 4</u>
The student will look closely at the changing roles among Native Americans, immigrants, African Americans, women, and others from 1800 to 2000.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but not limited to, looking closely at the changing roles among Native Americans, immigrants, African Americans, women, and others from 1800 to 2000: <ul style="list-style-type: none"><li>• Sitting Bull</li><li>• Geronimo</li><li>• Frederick Douglass</li><li>• Harriet Beecher Stowe</li><li>• Martin Luther King Jr.</li><li>• Rosa Parks</li><li>• Susan B. Anthony</li></ul>		<ul style="list-style-type: none"><li>• Students will research various groups in America (Native Americans, immigrants, African Americans, women) and trace how their involvement in society has changed over time.</li><li>• Students will gather information about the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000. Students will make a claim as to why these are important to the success of the United States. Students will prepare and present their findings to their peer/ school, parents, community....</li></ul>
<u>Stimulus Materials</u>		
Photographs, excerpts from speeches, articles, news clips, timelines, editorials		